

## Academic Content

# Instructional Materials Evaluation Tool

## (IMET) for Alignment in ELA Intervention Grades 3-8

This rubric is intended for use with instructional materials that provide instruction on phonological awareness, phonics, and fluency. Students who continue to struggle to meet [Louisiana Student Standards](#) after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program's diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student's prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

**Pre Screening Requirement:** Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

Title: **iReady Reading Diagnostic and Personalized Instruction**

Grade/Course: **3-8**

Publisher: **Curriculum Associates, LLC**

Copyright: **2023**

Overall Rating: **Tier 3, Not representing quality**

### **Tier 1, Tier 2, Tier 3** Elements of this review:

| <b>STRONG</b> | <b>WEAK</b>                        |
|---------------|------------------------------------|
|               | 1. Program Design (Non-Negotiable) |
|               |                                    |
|               |                                    |
|               |                                    |
|               |                                    |

## Scoring Guidance<sup>1</sup>:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-Negotiable Criteria**.

- Review the **required**<sup>2</sup> Indicators of Superior Quality for each **Non-Negotiable** Criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-Negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-Negotiable** Criterion.
- Materials must meet **Non-Negotiable** Criterion 1 for the review to continue to **Non-Negotiable** Criterion 2. Materials must meet **Non-Negotiable** Criteria 1 and 2 to continue to **Non-Negotiable** Criterion 3. Materials must meet all of the **Non-Negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-Negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-Negotiable Criteria are met, then continue to **Section II: Additional Criterion of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criterion.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criterion.

If all Non-Negotiable Criteria are met and Section II is completed with a score of “Yes” or “No,” continue to **Section III: Additional Information**.

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

**Tier 1 ratings** receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-Negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-Negotiable Criteria.

---

<sup>1</sup>The tiering system in the [LDOE’s Online Instructional Materials Review process](#) is used to rate the materials’ degree of alignment to state standards, using the respective rubric. The term “tier” in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

<sup>2</sup> **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow.

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|---|------------------------|---|
| <b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br>Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 to continue to Non-Negotiable Criterion 3. Materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section II.           |   |                        |   |
| <b>Non-Negotiable</b><br><b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b><br><br>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.<br><br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | <b>Required</b><br><b>1a)</b> Materials and instructional approaches <b>support</b> the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours and is clearly indicated in materials. Intensive foundational reading skills intervention is data-driven, individualized by skill needs, systematic, and explicit. | <b>No</b>              | Materials and instructional approaches do not support the rubric definition for intensive reading interventions. Although instruction can be reasonably implemented within school hours, intervention is data-driven and individualized by students, and students receive personalized online instruction according to their needs, there is minimal evidence of explicit and systematic teacher-led instruction within the materials. When utilizing the program, students participate in foundational reading skills intervention that is based on a diagnostic assessment that determines individual student needs. Students complete online lessons that address phonological awareness, phonics, and fluency. According to the Elementary School Sample Schedule, the recommendation for personalized online instruction is at least 45 minutes per week or to stay in a range of 30-49 minutes per week for usage. The program provides Tools for Instruction and Tools for Scaffolding Comprehension as optional teacher-led instruction; however, the primary instruction of intervention skills occurs through the online platform. Materials also include Reading Fluency Practice passages for optional instruction. Guidance states these |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|---|------------------------|---|
|          |   |                        | <p>passages are used to informally observe students reading and inform instruction; however, evidence of explicit fluency instruction within the program is minimal. Although students receive instruction on the digital platform, the materials provide limited opportunities for students to receive explicit and systematic teacher-led instruction.</p>  |
|          | <p><b>Required</b></p> <p><b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency. Assessment tools within materials do not require or encourage students to use three-cueing<sup>3</sup>, MSV<sup>4</sup> cues, or visual memory.</p> <ul style="list-style-type: none"> <li>Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li> <li>Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li> </ul> | <b>No</b>              | <p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, assessment tools require or encourage students to use visual memory. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Materials include a Diagnostic Assessment that students complete to determine placement within the program and inform instruction. The Diagnostic assesses skills in six different domains, including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension, which is broken down between literature and informational text. Students take the Diagnostic three times a year, in the fall, winter, and spring. According to the i-Ready Deep Dive i-Ready Diagnostic document, students in Grades 3-8 are first assessed on Vocabulary, Comprehension: Literature, and Comprehension: Informational Text. After</p> |

<sup>3</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues

<sup>4</sup> **MSV:** Meaning, Structure, and Visual cues

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|----------|--------------------------------|------------------------|---|
|          |                                |                        | <p>completing these assessments, the student's overall score determines if the test ends or continues to the Phonics assessment. The student's Phonics score determines if the test ends or continues to the High-Frequency assessment. However, the High-Frequency Diagnostic assesses students' ability to recognize high-frequency words by sight. Guidance for the Diagnostic states, "Words such as the, and, and it are high-frequency words. Because these words appear so often, readers ought to learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as could and there do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily..." During the High Frequency Diagnostic, students engage in practices that demonstrate their rote memorization of the words as they select words by sight, which encourages the use of visual memory while reading. For example, during the High-Frequency portion of the Diagnostic, the program instructs students to "Find the correct way to spell you" and choose from three provided answer choices, including yu, you, and yoo. The Diagnostic also includes questions in which the program states a word, and, then, students find the word. For example, the program states, "Find the word you," and students choose from three provided choices, you, your, use. The Diagnostic assessment of</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>high-frequency words correlates with how students are introduced to high-frequency words in the lessons. Guidance for instruction include, “Recognizing a high-frequency word quickly and easily is necessary for fluent reading of connected text. Introduce high-frequency words in a structured way and give students repeated practice reading them.” The steps for instruction include: introducing the word, modeling reading the word, practice spelling the word, and review of previous words. The new high-frequency word is then added to the word wall. The instructional focus of the assessment, introduction, and teaching of high-frequency words is the initial recognition and spelling of the words rather than focusing on the known letter sounds or patterns. Additionally, once students take the Diagnostic assessment, teachers have the option to examine the results by domain to inform instruction. When selecting the High Frequency Word domain, the program suggests High Frequency Word lessons for the students to complete during personalized instruction. Students complete the lessons, and the teacher uses the results for progress monitoring. The structure of the lessons emphasizes being able to recognize Power Words quickly. The program describes Power Words as words that “show up often when we read” and that “if you can spot them fast you can be a powerful reader.” Each lesson first lists the Power Words of the lesson. For the first activity, students hear the Power Word,</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--------------------------------|------------------------|--|
|          |                                |                        | <p>then a word flashes on the screen and disappears quickly. Students select a check if the flashed word is the Power Word and select the X if it is not. In the next activity, a passage appears on the screen. The program instructs students to read the passage and click the Power Word each time they see it. Students then click the Power Word in each sentence and move on regardless if they read the passage. The program then reads the passage aloud. Next, the program instructs students to write the word; however, instead of writing the word, students click on each letter as the program states each letter. Finally, the program instructs students to spell the word; however, the Power Word is provided on the screen, followed by blank spaces and mixed tiles. Students slide the tiles to the correct spot. If the student does not recognize the Power Word in the first activity that flashes each word, the program provides additional instruction. The program states that the word has some letters that “do not stand for the sounds they normally do,” makes the sound, and then pronounces the whole word. For example, for the word, some, the program states, “some of the letters do not stand for the sounds they normally do, o stands for /uh/, and the final e is silent,” followed by the pronunciation of the word, some. Then the activities resume. A similar approach is used for the words, would and from. Students are not provided the opportunity to apply concepts they have learned to decode the word. High</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--|------------------------|---|
|  |  |                        | Frequency Words lessons range from 0 (Early K) to 38 (Late 2) and include Power Words such as the following: as, at, of in Lesson 5 (Mid K); from, one, she in Lesson 10 (Late K); so, some, them, would in Lesson 15 (Early 1); too, before, long, things in Lesson 30 (Early 2); and go, used, day, work in Lesson 32 (Early 2). Although the student receives a score on each lesson for progress monitoring, determining whether the student decoded the word or read the word using visual memory is not evident in the results. |
| <b>Non-Negotiable</b><br><b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b><br><br>Materials include <a href="#">systematic and explicit instruction</a> in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards. | <b>Required 2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). Materials do not require or encourage three-cueing <sup>5</sup> , MSV <sup>6</sup> cues, or visual memory for word recognition. | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met.  |
|  | <b>Required 2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. Materials do not require or encourage three-cueing <sup>7</sup> , MSV <sup>8</sup>  | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met.  |

<sup>5</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

<sup>7</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues



| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|--|------------------------|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | cues, or visual memory for word recognition.   |                        |  |
|  | <b>Required 2c)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing <sup>9</sup> , MSV <sup>10</sup> cues, or visual memory for word recognition.   | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |
|  | <b>Required 2d)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials do not require or encourage three-cueing <sup>11</sup> , MSV <sup>12</sup> cues, or visual memory for word recognition. | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |
| <b>Non-Negotiable 3. USABILITY AND</b>                   | <b>Required 3a)</b> Materials provide clear, extensive <b>guidance and support</b> for the knowledge,  | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |

<sup>9</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonc cues

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

<sup>11</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonc cues

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|---|------------------------|--|
| <b>SUPPORT:</b><br><br>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No   | resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week). |                        |  |
|  | <b>Required 3b)</b> Materials support a <b>high level of student and teacher interaction</b> . Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.   | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |
| <b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>   |   |                        |  |
| <b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b><br><br>Materials are easy to use and well organized.<br>Materials provide regular opportunities for students to receive feedback and set instructional goals.<br>Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts. | <b>Required 4a)</b> Materials include a <b>wide variety</b> of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.  | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |
|  | <b>Required 4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).  | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |
|  | <b>Required 4c)</b> Materials include regular opportunities and tools for students to receive immediate <b>feedback</b> on and track their progress toward proficiency and/or understanding.  | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|---|---|------------------------|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No  | <b>Required</b><br><b>4d)</b> Materials are <b>easy to use and well organized</b> for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation. | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met.   |
| <b>SECTION III: ADDITIONAL INFORMATION</b><br>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.   |   |                        |  |
| <b>5. ADDITIONAL INFORMATION</b><br><br>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.   | <b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.   | <b>Not Scored</b>      | This section was not evaluated because the Non-Negotiable Criteria were not met.   |
|   | <b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.  | <b>Not Scored</b>      | This section was not evaluated because the Non-Negotiable Criteria were not met.   |
| <b>FINAL EVALUATION</b><br><b>Tier 1 ratings</b> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.<br><b>Tier 2 ratings</b> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.<br><b>Tier 3 ratings</b> receive a “No” for at least one of the Non-Negotiable Criteria. |   |                        |  |
| <b>Compile the results for Sections I and II to make a final decision for the material under review.</b>  |   |                        |  |
| Section   | Criteria  | Yes/No                 | Final Justification/Comments   |
| I: Non-Negotiable Criteria  | 1. Program Design   | No                     | Materials and instructional approaches do not support the rubric definition for intensive reading interventions. Materials include tools |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY               | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--|------------------------|---|
| of Superior Quality <sup>13</sup>  |  |                        | to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, assessment tools require or encourage students to use visual memory. |
|  | 2. Instructional Design                      | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met.  |
|  | 3. Usability and Support                     | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met.  |
| II. Additional Criterion of Superior Quality <sup>14</sup>                       | 4. Additional Indicators of Superior Quality | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met.  |
| II: Additional Information <sup>15</sup>   | 5. Additional Information                    | <b>Not Scored</b>      | This section was not evaluated because the Non-Negotiable Criteria were not met.  |
| FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 3, Not representing quality</u></b> |  |                        |   |

<sup>13</sup> Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>14</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

<sup>15</sup> Informational only and does not affect overall score.

# Reviewer Information

## Instructional Materials Review

---

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards — what students are expected to learn and be able to do at the end of each grade level or course — and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana, all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2023-2024 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Allen, Ascension, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, CSAL, D'Arbonne Woods Charter School, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lafourche, Lincoln, LSU Laboratory School, Madison, Natchitoches, Orleans, Ouachita, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current Louisiana educators with experience in grades K-8.

# Appendix I.

## Publisher Response



## Academic Content

# Instructional Materials Evaluation Tool

## (IMET) for Alignment in ELA Intervention Grades 3-8

This rubric is intended for use with instructional materials that provide instruction on phonological awareness, phonics, and fluency. Students who continue to struggle to meet [Louisiana Student Standards](#) after they have received all possible supports available during whole-class and small-group instruction need **intensive intervention** in addition to, not as a substitute for, whole-class and small-group instruction. The content of intensive intervention should target needs that are based on the program's diagnostic tool. Intervention should support the approaches used during whole-class and small-group instruction, even when the curriculum used during intervention is different from that used during whole-class and small-group instruction.

The Louisiana Department of Education believes that intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. In **systematic instruction**, the organization of material follows a logical order of language. The sequence of instruction begins with the student's prescribed need and progresses methodically from basic concepts and elements to more difficult concepts and elements. In **explicit instruction**, the method of teaching emphasizes attention on small learning steps, consistently checking for student understanding, and ensuring student engagement and participation. The instruction requires deliberate (i.e., Say, Model, Practice, Apply) teaching of all concepts and does not assume that students will naturally deduce these concepts on their own.

**Pre Screening Requirement:** Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

Title: **iReady Reading Diagnostic and Personalized Instruction**

Grade/Course: **3-8**

Publisher: **Curriculum Associates, LLC**

Copyright: **2023**

Overall Rating: **Tier 3, Not representing quality**

### **Tier 1, Tier 2, Tier 3** Elements of this review:

| <b>STRONG</b> | <b>WEAK</b>                        |
|---------------|------------------------------------|
|               | 1. Program Design (Non-Negotiable) |
|               |                                    |
|               |                                    |
|               |                                    |
|               |                                    |

## Scoring Guidance<sup>1</sup>:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-Negotiable Criteria**.

- Review the **required**<sup>2</sup> Indicators of Superior Quality for each **Non-Negotiable** Criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-Negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-Negotiable** Criterion.
- Materials must meet **Non-Negotiable** Criterion 1 for the review to continue to **Non-Negotiable** Criterion 2. Materials must meet **Non-Negotiable** Criteria 1 and 2 to continue to **Non-Negotiable** Criterion 3. Materials must meet all of the **Non-Negotiable** Criteria 1-3 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-Negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-Negotiable Criteria are met, then continue to **Section II: Additional Criterion of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criterion.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criterion.

If all Non-Negotiable Criteria are met and Section II is completed with a score of “Yes” or “No,” continue to **Section III: Additional Information**.

- The indicators in this section are not scored, but provide additional information about the materials.
- The indicators in this section do not affect the overall rating of the materials.

**Tier 1 ratings** receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-Negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-Negotiable Criteria.

---

<sup>1</sup>The tiering system in the [LDOE’s Online Instructional Materials Review process](#) is used to rate the materials’ degree of alignment to state standards, using the respective rubric. The term “tier” in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

<sup>2</sup> **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow.



| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | PUBLISHER’S RESPONSE  |
|--|---|------------------------|---|---|
| <b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b><br>Materials must meet Non-Negotiable Criterion 1 for the review to continue to Non-Negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 to continue to Non-Negotiable Criterion 3. Materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section II.           |   |                        |   |   |
| <b>Non-Negotiable</b><br><b>1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</b><br><br>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.<br><br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | <b>Required</b><br><b>1a)</b> Materials and instructional approaches <b>support</b> the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours and is clearly indicated in materials. Intensive foundational reading skills intervention is data-driven, individualized by skill needs, systematic, and explicit. | <b>No</b>              | Materials and instructional approaches do not support the rubric definition for intensive reading interventions. Although instruction can be reasonably implemented within school hours, intervention is data-driven and individualized by students, and students receive personalized online instruction according to their needs, there is minimal evidence of explicit and systematic teacher-led instruction within the materials. When utilizing the program, students participate in foundational reading skills intervention that is based on a diagnostic assessment that determines individual student needs. Students complete online lessons that address phonological awareness, phonics, and fluency. According to the Elementary School Sample Schedule, the recommendation for personalized online instruction is at least 45 minutes per week or to stay in a range of 30-49 minutes per week for usage. The program provides Tools for Instruction and Tools for Scaffolding Comprehension as optional teacher-led instruction; however, the primary instruction of intervention skills occurs through the online platform. Materials also include Reading Fluency Practice passages for optional instruction. Guidance states these | The <i>i-Ready</i> platform is a web-based, vendor-hosted Software-as-a-Service (SaaS) application. In addition to periodic feature enhancements throughout the year, we are dedicated to continuously incorporating feedback and seeking effective strategies to support students in achieving their goals and reaching grade-level proficiency. We submitted the IMET for alignment in ELA Intervention grades 3–8 in February 2023. While the initial review suggested limited teacher-led instruction, <i>i-Ready</i> now includes <i>Phonics for Reading</i> , a highly structured, research-informed intervention program that is explicitly teacher-led and was developed by one of the foremost experts in explicit instruction, Dr. Anita Archer. Lessons follow a consistent ‘Say, Model, Practice, Apply’ routine and are supported by detailed teacher guides and scripting. <i>Phonics for Reading</i> materials are integrated into the <i>i-Ready</i> platform via the <i>Teacher Toolbox</i> .<br><br>This intensive phonics intervention |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|---|---|
|          |                                |                        | passages are used to informally observe students reading and inform instruction; however, evidence of explicit fluency instruction within the program is minimal. Although students receive instruction on the digital platform, the materials provide limited opportunities for students to receive explicit and systematic teacher-led instruction. | <p>program, designed for grades 3–12, is informed by the latest reading research and provides explicit, systematic instruction through embedded routines. Key features include:</p> <ul style="list-style-type: none"><li>• A proven scope and sequence for faster acquisition of decoding skills</li><li>• Targeted practice opportunities</li><li>• Immediate feedback through performance monitoring</li><li>• Support for vocabulary and comprehension</li><li>• Assistance tailored for older students, those with dyslexia, and English language learners</li></ul> <p>The program’s instructional design directly reflects the Department’s definition of explicit and systematic instruction — beginning with diagnostic data, advancing through a structured progression of concepts, and incorporating routines that break down complex tasks into small, learnable steps with guided practice.</p> <p><b><u>Teacher Toolbox for Phonics for Reading:</u></b> Materials and instructional approaches for intensive reading interventions are data-driven, starting with the adaptive <i>Diagnostic</i>, our universal screener. Any student who has placed one or more grade levels below in Phonics will benefit from explicit and</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE   |
|----------|--------------------------------|------------------------|--------------------------------------|--|
|          |                                |                        |                                      | <p>systematic instruction in the <i>Phonics for Reading Teacher Toolbox</i>. The Diagnostic Results report includes a placement level for <i>Phonics for Reading</i> in the individualized Next Steps &amp; Resources for Instruction for any student who would benefit from this explicit instruction based on their placement in the Phonics domain. The <i>Phonics for Reading</i> program provides a teacher-led, systematic, research-based intervention program that integrates decades of research into best practices for effective instruction.</p> <p>The <i>Teacher Toolbox</i> for <i>Phonics for Reading</i> is organized into two tabs: Program Implementation (research base, program information, professional learning, implementation, support for English Learners, and more) and Instructional Resources (instruction, articulation resources, independent practice, support for making meaning, assessment, and additional practice). The resources are displayed in clearly labeled sections to help teachers deliver systematic and explicit instruction. Access a wealth of resources to support teacher-led individualized and small group needs.</p> <p>Skills are taught in a progression from simple to complex with a placement</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE   |
|----------|--------------------------------|------------------------|--------------------------------------|--|
|          |                                |                        |                                      | <p>test used to ensure the right starting point for each student. The skills progress within and across each level as well as with each lesson. Each lesson starts with individual sound-spellings then moves to decoding those in single-syllable words. Only after single-syllable word decoding happens does multi-syllable word decoding happen. This systematic sequence supports student mastery of basic sounds and words before progressing to more complex words/passages.</p> <p>Level A focuses on:</p> <ul style="list-style-type: none"><li>• short vowels</li><li>• double consonants</li><li>• consonant blends</li><li>• consonant digraphs</li></ul> <p>Level B progresses with:</p> <ul style="list-style-type: none"><li>• vowel teams</li><li>• CVEe words</li><li>• r-controlled vowels</li><li>• word endings</li></ul> <p>Level C expands concepts with:</p> <ul style="list-style-type: none"><li>• vowel teams</li><li>• minor sounds of c and g</li><li>• minor vowel sound combinations</li><li>• prefixes and suffixes</li></ul> <p>Instruction is systematic and focuses on critical content to promote learning.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE   |
|----------|--------------------------------|------------------------|--------------------------------------|--|
|          |                                |                        |                                      | <p>Additionally, complex skills are broken into clear, obtainable steps.</p> <p>Instruction is explicit. Lessons, available as digital/printable <i>Teacher’s Guide</i> PDFs, provide clear explanations and step-by-step modeling with guided practice and independent practice. In addition, students are actively involved in the lessons, provided with immediate feedback, and engaged in meaningful interactions with language.</p> <p>Instructors use modeling and gradual release to teach decoding of words with a new/letter sound association during the New Words Routine:</p> <ul style="list-style-type: none"><li>• Students are guided to focus first on the underlined letter(s) in a word. This scaffolds word reading by connecting to students’ knowledge of phonemic awareness and letter/sound associations.</li><li>• Then, instructors model how to sound out the word, saying the sounds in the first word using continuous blending.</li><li>• These two steps are repeated for the other two example words with the new skill(s).</li><li>• Next, students practice decoding the words in each row. Reading words in isolation prepares students to read words in sentences and</li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE   |
|----------|--------------------------------|------------------------|--------------------------------------|--|
|          |                                |                        |                                      | <p>longer text.</p> <p>As students progress through this activity, the scaffolding and support built into this routine slowly fade away. This gradual release allows students to apply skills they are building more independently, helping them gain confidence in their decoding skills and preparing them to read connected text independently.</p> <p>The Spelling Routine provides systematic and explicit instruction that supports intensive intervention. During this encoding routine, students hear the sounds in a word and must map those sounds to letters. The routine is implemented as follows:</p> <ul style="list-style-type: none"><li>• The instructor dictates the word, one at a time. Depending on the level, students are spelling either single-syllable words, multisyllabic words, or a mix of both.</li><li>• The correct spelling of the word is explicitly reviewed so students can check their word.</li><li>• Students are asked to write the word again correctly for practice.</li><li>• Finally, students are dictated a sentence, which includes words with the target skill(s), high-frequency words, and words with previously learned skills.</li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE   |
|----------|--------------------------------|------------------------|--------------------------------------|--|
|          |                                |                        |                                      | <p>The High-Frequency Words activity appears in all three levels. In this activity, students read high-frequency words with regular and irregular spellings. In Levels A and B, students look at the spelling and use the Say, Spell, Read approach to learn high-frequency words. Students are instructed that "Most of the letters are pronounced as you expect but some are tricky" and to use known letter/sound associations to help them pronounce words.</p> <p>In Level C, the program systematically progresses as students use three different keys to learn how to read high-frequency words:</p> <ul style="list-style-type: none"><li>• For the first key, students use rhyming words to learn words with the same pattern at the same time, including both regular and irregular spellings.</li><li>• Make it a real word is the second key. Students learn about irregular spelling patterns and how to approach reading words with these patterns to make them real words. They sound out the word and evaluate if the decoding skills they applied to read the word make it a real word or not.</li><li>• Look at the spelling is the third key, using the say, spell, read approach.</li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE   |
|----------|--------------------------------|------------------------|--------------------------------------|--|
|          |                                |                        |                                      | <p>Students focus on word spellings to help them with automatic word recognition.</p> <p>Each level in the program contains activities that target phonemic awareness, phonics, word recognition, high-frequency words, encoding, and fluency. Students also focus on making meaning as they actively engage with individual word meanings and developmentally appropriate decodable texts.</p> <p>As teachers monitor students’ progress in <i>Phonics for Reading</i>, data informs instructional decisions. Instructional next steps are provided for the Placement Test and the end-of-unit assessments. Results of the Placement Test provide information for teachers to create differentiated instructional groups. End-of-unit assessments provide information for immediate instructional needs, indicating whether students are ready to move on or need additional practice with skills just learned.</p> <p><b><u>i-Ready Assessment and Personalized Instruction:</u></b> An intensive foundational reading skills intervention implementation benefits from the systematic and explicit instruction of</p> |



| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|--------------------------------------|---|
|          |                                |                        |                                      | <p><i>Phonics for Reading</i>, paired with the research-based assessments, data-driven reports, and individualized instruction and practice in <i>i-Ready</i>. Highlights include:</p> <ul style="list-style-type: none"><li>• <i>i-Ready Diagnostic</i>: A computer-adaptive universal screener that provides a deep, customized evaluation of every student consistently and continuously over a student’s entire K–12 career. Intuitive reports track student progress down to the domain level and recommend specific instructional resources within <i>i-Ready</i>, as well as the appropriate <i>Phonics for Reading</i> placement level.</li><li>• <i>i-Ready Literacy Tasks</i>: Fixed-form teacher-administered tasks provide deeper insight into specific foundational reading skill areas.</li><li>• <i>i-Ready Personalized Instruction</i>: Driven by domain-level data obtained from the <i>Diagnostic</i> assessment, <i>i-Ready</i> builds a unique lesson plan consisting of online instruction with a personalized starting point for every student. Lessons drill down to the sub-skill level, covering phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Louisiana educators will especially like the new Essential</li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE   |
|----------|--------------------------------|------------------------|--------------------------------------|--|
|          |                                |                        |                                      | <p>Lessons in Foundational Skills, designed specifically for middle school students. These lessons follow a pedagogical sequence that is designed to build motivation and confidence for older students who have likely felt frustrated with reading in the past. Further, these Essential Lessons were designed to follow a similar sequence to <i>Phonics for Reading</i>, complementing one another, covering similar skills, which allows for both teacher-led intervention and online instruction and practice.</p> <ul style="list-style-type: none"><li>• <u>Tools for Instruction</u>: Short, targeted, downloadable PDF resources for teacher-led instruction that focus directly on students’ skill needs as identified in <i>i-Ready</i> reports. Domains covered include phonological awareness, phonics, high-frequency words, vocabulary, and comprehension.</li><li>• <u>Tools for Scaffolding Comprehension</u>: Downloadable PDF materials that help educators teach the most critical skills for grade-level reading instruction, preparing students to participate in grade-level content. Use the <i>i-Ready</i> Grade-Level Planning (Scaffolding) report to determine which resource to use.</li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | PUBLISHER’S RESPONSE  |
|----------|--|------------------------|--|---|
|          | <p><b>Required</b></p> <p><b>1b)</b> Materials include tools to <b>evaluate</b> foundational reading skills in the areas of phonological awareness, phonics, and fluency. Assessment tools within materials do not require or encourage students to use three-cueing<sup>3</sup>, MSV<sup>4</sup> cues, or visual memory.</p> <ul style="list-style-type: none"><li>Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction.</li><li>Materials regularly and systematically offer assessment opportunities that measure student progress. Materials assess students using methods that are unbiased and accessible to all students.</li></ul> | No                     | <p>Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency; however, assessment tools require or encourage students to use visual memory. Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Materials include a Diagnostic Assessment that students complete to determine placement within the program and inform instruction. The Diagnostic assesses skills in six different domains, including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension, which is broken down between literature and informational text. Students take the Diagnostic three times a year, in the fall, winter, and spring. According to the <i>i-Ready Deep Dive i-Ready Diagnostic</i> document, students in Grades 3-8 are first assessed on Vocabulary, Comprehension: Literature, and Comprehension: Informational Text. After completing these assessments, the student’s overall score determines if the test ends or continues to the Phonics assessment. The student’s Phonics score determines if the test ends or continues to the High-Frequency assessment. However, the High-Frequency Diagnostic assesses students’ ability to recognize high-frequency words by sight. Guidance for the Diagnostic states, “Words</p> | <p><b><u>Assessment Tools to Evaluate Foundational Reading Skills:</u></b></p> <p><i>i-Ready Diagnostic</i>: Louisiana educators start with <i>i-Ready Diagnostic</i>, a universal screener. The adaptive reading assessment manifests our core belief that all students can grow and achieve grade-level expectations. Use the Diagnostic and its robust — yet intuitive — reporting suite to help educators see where students are, set high but achievable expectations for growth, and connect the right explicit and systematic instructional tools to help students get there.</p> <p>In Louisiana, students who are in chronological grade 3–8 are first assessed in the following domains: vocabulary, comprehension of literature, comprehension of informational text, and then phonics (additionally, all grade 3 students receive phonological awareness at the end of the assessment). The student’s overall scale score after completing the phonics domain determines if the test continues to include high-frequency words.</p> <p><i>i-Ready Diagnostic</i> may be used to</p> |

<sup>3</sup> **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues

<sup>4</sup> **MSV**: Meaning, Structure, and Visual cues

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|---|---|
|          |                                |                        | such as the, and, and it are high-frequency words. Because these words appear so often, readers ought to learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as could and there do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily...” During the High Frequency Diagnostic, students engage in practices that demonstrate their rote memorization of the words as they select words by sight, which encourages the use of visual memory while reading. For example, during the High-Frequency portion of the Diagnostic, the program instructs students to “Find the correct way to spell you” and choose from three provided answer choices, including yu, you, and yoo. The Diagnostic also includes questions in which the program states a word, and, then, students find the word. For example, the program states, “Find the word you,” and students choose from three provided choices, you, your, use. The Diagnostic assessment of high-frequency words correlates with how students are introduced to high-frequency words in the lessons. Guidance for instruction include, “Recognizing a high-frequency word quickly and easily is necessary for fluent reading of connected text. Introduce high-frequency words in a structured way and give students repeated practice reading them.” The steps for instruction include: introducing the | <p>identify students who will benefit from <i>Phonics for Reading</i> intervention. Students who are performing at one or more grade levels below in Phonics will benefit from <i>Phonics for Reading</i>.</p> <p><i>i-Ready Diagnostic</i> aligns to the Science of Reading and does not require or encourage students to use three-cueing, MSV cues, or visual memory. Specifically:</p> <ul style="list-style-type: none"><li>• <u>High-Frequency Words (HFW) Items:</u> Automaticity with recognition and accuracy in spelling of HFW in English, (particularly given its deep orthography), cannot be achieved merely via graphophonemic knowledge and/or effortless decoding proficiency — therefore, a complete assessment of proficiency with HFW should include increasingly more rigorous items that begin with those that require graphophonemic knowledge and progress to those that measure orthographic knowledge of the words that students can be expected to have overlearned. Our HFW bank includes four different item designs that follow this progression; students can leverage their graphophonemic knowledge most effectively in the earlier than</li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|--|---|
|          |                                |                        | <p>word, modeling reading the word, practice spelling the word, and review of previous words. The new high-frequency word is then added to the word wall. The instructional focus of the assessment, introduction, and teaching of high-frequency words is the initial recognition and spelling of the words rather than focusing on the known letter sounds or patterns. Additionally, once students take the Diagnostic assessment, teachers have the option to examine the results by domain to inform instruction. When selecting the High Frequency Word domain, the program suggests High Frequency Word lessons for the students to complete during personalized instruction. Students complete the lessons, and the teacher uses the results for progress monitoring. The structure of the lessons emphasizes being able to recognize Power Words quickly. The program describes Power Words as words that “show up often when we read” and that “if you can spot them fast you can be a powerful reader.” Each lesson first lists the Power Words of the lesson. For the first activity, students hear the Power Word, then a word flashes on the screen and disappears quickly. Students select a check if the flashed word is the Power Word and select the X if it is not. In the next activity, a passage appears on the screen. The program instructs students to read the passage and click the Power Word each time they see it. Students then click the Power Word in each sentence and move on regardless if they read the</p> | <p>in the later designs. Furthermore, although it is not transparent to users, our algorithmic approach to projected word difficulty accounts heavily for graphophonemic features, so that words that can be largely decoded and encoded solely with graphophonemic knowledge are earlier in the progression than items that demand more robust orthographic awareness.</p> <ul style="list-style-type: none"><li>• <u>Phonics Items</u>: The pictures that are included on a small subset of phonics items with audio stems do not in any way cue the key. Instead, they provide a visual representation of the target word heard in the stem, in alignment with gold standard best practices for computer-based testing of children. The visuals provide a clarification of the target word (given we cannot control the quality of the audio equipment students are provided) as well as an attentional anchor, given the young age of some students who are targeted by phonics items. We know that three-cueing specifically involves leveraging pictures to identify unknown words in connected text based on predictions that rely on language comprehension. <i>i-Ready</i> items do not require this. When words are to be</li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|--|---|
|          |                                |                        | <p>passage. The program then reads the passage aloud. Next, the program instructs students to write the word; however, instead of writing the word, students click on each letter as the program states each letter. Finally, the program instructs students to spell the word; however, the Power Word is provided on the screen, followed by blank spaces and mixed tiles. Students slide the tiles to the correct spot. If the student does not recognize the Power Word in the first activity that flashes each word, the program provides additional instruction. The program states that the word has some letters that “do not stand for the sounds they normally do,” makes the sound, and then pronounces the whole word. For example, for the word, some, the program states, “some of the letters do not stand for the sounds they normally do, o stands for /uh/, and the final e is silent,” followed by the pronunciation of the word, some. Then the activities resume. A similar approach is used for the words, would and from. Students are not provided the opportunity to apply concepts they have learned to decode the word. High Frequency Words lessons range from 0 (Early K) to 38 (Late 2) and include Power Words such as the following: as, at, of in Lesson 5 (Mid K); from, one, she in Lesson 10 (Late K); so, some, them, would in Lesson 15 (Early 1); too, before, long, things in Lesson 30 (Early 2); and go, used, day, work in Lesson 32 (Early 2).</p> | <p>identified purely in isolation, there is no "cue" provided by the picture because there is no contextual comprehension to support a compensatory prediction.</p> <p><i>i-Ready Literacy Tasks</i>; Additionally, included in the <i>i-Ready Assessment</i> for reading license are <i>i-Ready Literacy Tasks</i> — a suite of companion tasks that teachers can print and administer offline (with digital data entry and digital scoring<sup>5</sup> available) to assess students’ foundational and fluency skills that are best assessed through one-on-one administration between an educator and a student. These tasks can provide helpful information to inform day-to-day instruction or can be combined to meet universal or dyslexia risk factor screening needs. <i>Literacy Tasks</i> are available for the assessment of the following key skills:</p> <ul style="list-style-type: none"><li>• Phonological Awareness (K–2+)</li><li>• Passage Reading Fluency (1–6)</li><li>• Rapid Automatized Naming (K–3)</li><li>• Word Recognition Fluency (K–3)</li><li>• Pseudoword Decoding Fluency (K–3)</li><li>• Spelling and Encoding (1–3)</li></ul> <p>Together, the <i>Diagnostic</i> and <i>Literacy Tasks</i> align to the Simple View of</p> |

<sup>5</sup> Digital task scoring is not available for Spelling and Encoding task types, which are generally group-administered.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|--|---|
|          |                                |                        | Although the student receives a score on each lesson for progress monitoring, determining whether the student decoded the word or read the word using visual memory is not evident in the results. | <p>Reading and are grounded in the Science of Reading.</p> <p><b>Progress Monitoring:</b> Together, <i>i-Ready</i> and <i>Phonics for Reading</i> regularly and systematically offer progress monitoring assessment opportunities to help teachers effectively measure student progress and inform instructional decision making. These assessments are unbiased (evaluated by the National Center on Intensive Intervention) and accessible to all students (meet WCAG 2.0 Level AA criteria with limited documented exceptions<sup>6</sup>).</p> <p><u><i>i-Ready</i> Progress Monitoring:</u></p> <ul style="list-style-type: none"><li>• <i>i-Ready Diagnostic</i> (adaptive universal screener): Administer up to three times annually.</li><li>• <i>i-Ready Literacy Tasks</i>, Benchmark Forms (optional): Teacher-administered with digital data collection and reporting. Administer up to three times annually.</li><li>• <i>i-Ready Literacy Tasks</i>, Progress Monitoring Forms (optional): Teacher-administered with digital data collection and reporting. Administer up to 20 times annually.</li></ul> |

<sup>6</sup> *i-Ready Diagnostic* and *i-Ready Growth Monitoring* currently meet WCAG 2.0 Level AA criteria with limited documented exceptions and meet the majority of WCAG 2.1 Level AA and WCAG 2.2 Level AA criteria with documented exceptions. We are working toward removing the remaining documented exceptions. *i-Ready Personalized Instruction* lessons meet the WCAG 2.0 Level AA with documented exceptions and the majority of WCAG 2.1 and WCAG 2.2 Level AA criteria.



| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|--------------------------------------|---|
|          |                                |                        |                                      | <p><u><i>Phonics for Reading</i> Embedded Progress Monitoring:</u> The <i>Phonics for Reading</i> Placement Test, available under the Program Implementation tab on <i>Teacher Toolbox</i>, indicates the individual decoding needs of each student. The Placement Test, or alternatively, the Posttest can be utilized as a posttest at the end of each level to monitor and track student progress. Results inform instructional next steps. Additionally, one-minute fluency checks and the corresponding progress/fluency graphs are used to <i>monitor</i> student progress. The 10-Second Challenge in Word Families activities, My Point boxes, and end-of-lesson progress boxes are additional ways for teachers to monitor student progress.</p> <p><b><u>CLARIFICATION: <i>i-Ready</i> Instruction is Aligned to the Science of Reading</u></b></p> <p>Teacher-led <i>i-Ready</i> lessons (Tools for Instruction) and online <i>i-Ready</i> lessons (<i>Personalized Instruction</i>) are built in support of the Science of Reading and do not require or encourage students to use three-cueing, MSV cues, or visual memory. These supplemental practice resources are further detailed in item 2c.</p> |



| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE   |
|----------|--------------------------------|------------------------|--------------------------------------|--|
|          |                                |                        |                                      | <p><u>Tools for Instruction Lessons:</u> The Tools for Instruction lessons were developed to reflect a research driven approach to teaching reading. For example, the Irregular High-Frequency Words with Elkonin Boxes lessons guide students to use Elkonin boxes to help identify regular and irregular sound-spellings in high-frequency words to support orthographically mapping words. The list of permanently irregular high-frequency words shows teachers which sound-spellings are irregular so they can support their students.</p> <p><u>i-Ready Personalized Instruction High-Frequency Words Lessons:</u> The purpose of these lessons is to help students build orthographic mapping of high-frequency words that appear frequently in texts. A student who has already built automatic recognition for a word can recognize that word instantly without having to go through the process of decoding. (A student who is decoding attends to each spelling in a word and then blends the sounds to successfully read that word.)</p> <p>The High-Frequency Word lessons include four components to build toward this goal:</p> <ul style="list-style-type: none"><li>• A <b>Skill Check</b> determines whether students already have</li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|--------------------------------------|---|
|          |                                |                        |                                      | <p>orthographically mapped the word.</p> <ul style="list-style-type: none"><li>○ High-frequency words appear briefly .25 seconds, per research and testing) on the screen to gauge whether students automatically recognize the word.</li><li>○ If a student does not consistently recognize the word with automaticity, they receive Modeled Instruction and Practice.</li><li>• <b>Modeled Instruction</b> models the sounds for each letter in the word, whether those sounds are regular or irregular, and demonstrates how to blend them to read the word.</li><li>• Practice gives students opportunities to<ul style="list-style-type: none"><li>○ Focus on the specific letters and order of letters in the word, and hear those sounds pronounced in the word.</li><li>○ Focus on the letters in the word one-by-one and receive reinforcement of the sounds of letters when those sounds are regular and familiar.</li><li>○ Practice encoding the word by spelling it with tiles and again hear the sound of the letters pronounced in the word.</li><li>○ Practice recognizing and then hearing the word in connected</li></ul></li></ul> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER’S RESPONSE  |
|----------|--------------------------------|------------------------|--------------------------------------|---|
|          |                                |                        |                                      | <p>text.</p> <ul style="list-style-type: none"><li>• A <b>Quiz</b> checks to see if students can orthographically map the words in the lesson.<ul style="list-style-type: none"><li>○ High-frequency words appear briefly (.25 seconds, per research and testing) on the screen to gauge whether students automatically recognize the words.</li></ul></li></ul> <p><u><i>i-Ready Personalized Instruction Phonics Lessons</i></u>: Our lessons do not use three-cueing-systems as an approach to reading instruction. It is essential that explicit and systematic word recognition instruction includes phonemic awareness, phonics, and spelling/encoding. Letter-sound correspondences must be taught to automaticity, moving from letter-sound correspondences to complex phonic patterns, where students are taught how to apply those letter-sound correspondences to read new words. Applying these new phonics skills to then read decodable texts develops fluent readers. <i>Personalized instruction</i> is designed based on these important fundamentals of reading instruction.</p> <p>In keeping with Science of Reading-based strategies, images and context sentences in our programs are used at</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | PUBLISHER’S RESPONSE   |
|--|--|------------------------|--|--|
|  |  |                        |  | times to teach students that meaning-making is an important step to orthographically map a word once it has been decoded and to support students learning word meanings; however, images or context sentences are not used to aid word recognition, or connecting sounds to letters. |
| <b>Non-Negotiable</b><br><b>2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</b><br><br>Materials include <a href="#">systematic and explicit instruction</a> in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Required 2a)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). Materials do not require or encourage three-cueing <sup>7</sup> , MSV <sup>8</sup> cues, or visual memory for word recognition. | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |  |
|  | <b>Required 2b)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. Materials do not require or encourage three-cueing <sup>9</sup> , MSV <sup>10</sup> cues, or visual memory for word recognition.                        | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |  |
|  | <b>Required 2c)</b> Resources and/or texts provide ample   | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |  |

<sup>7</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues  
<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues  
<sup>9</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues  
<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | PUBLISHER’S RESPONSE |
|---|--|------------------------|--|----------------------|
|   | <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing <sup>11</sup> , MSV <sup>12</sup> cues, or visual memory for word recognition.   |                        |  |                      |
|   | <b>Required 2d)</b> Materials include varied and frequent opportunities for students to engage in supported practice to gain reading <b>fluency</b> with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials do not require or encourage three-cueing <sup>13</sup> , MSV <sup>14</sup> cues, or visual memory for word recognition. | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |                      |
| <b>Non-Negotiable 3. USABILITY AND SUPPORT:</b><br><br>Materials provide guidance and support for program implementation. Materials | <b>Required 3a)</b> Materials provide clear, extensive <b>guidance and support</b> for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about   | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |                      |

<sup>11</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonc cues  
<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues  
<sup>13</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonc cues  
<sup>14</sup> **MSV:** Meaning, Structure, and Visual cues

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | PUBLISHER’S RESPONSE |
|--|---|------------------------|--|----------------------|
| include a high level of student and teacher interaction.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No   | recommended intensity, intervention group size, and time requirements (e.g., 20 minutes a day, 4 days a week).  |                        |  |                      |
|  | <b>Required 3b)</b> Materials support a <b>high level of student and teacher interaction</b> . Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning. | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |                      |
| SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY  |   |                        |  |                      |
| <b>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</b><br><br>Materials are easy to use and well organized.<br>Materials provide regular opportunities for students to receive feedback and set instructional goals.<br>Materials enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Required 4a)</b> Materials include a <b>wide variety</b> of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.  | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |                      |
|  | <b>Required 4b)</b> Materials provide a variety of <b>multimodal/multisensory</b> resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).            | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |                      |
|  | <b>Required 4c)</b> Materials include regular opportunities and tools for students to receive immediate <b>feedback</b> on and track their progress toward proficiency and/or understanding.                                    | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |                      |
|  | <b>Required 4d)</b> Materials are <b>easy to use and well organized</b> for teachers. Teacher editions are  | <b>Not Evaluated</b>   | This section was not evaluated because the Non-Negotiable Criteria were not met. |                      |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | PUBLISHER’S RESPONSE |
|---|--|------------------------|---|----------------------|
|   | concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation. |                        |   |                      |
| <b>SECTION III: ADDITIONAL INFORMATION</b><br>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.   |  |                        |   |                      |
| <b>5. ADDITIONAL INFORMATION</b><br><br>These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.   | <b>5a)</b> Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.  | <b>Not Scored</b>      | This section was not evaluated because the Non-Negotiable Criteria were not met.  |                      |
|   | <b>5b)</b> Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.   | <b>Not Scored</b>      | This section was not evaluated because the Non-Negotiable Criteria were not met.  |                      |
| <b>FINAL EVALUATION</b><br><i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.<br><i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.<br><i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria. |  |                        |   |                      |
| <b>Compile the results for Sections I and II to make a final decision for the material under review.</b>  |  |                        |   |                      |
| <b>Section</b>  | <b>Criteria</b>  | <b>Yes/No</b>          | <b>Final Justification/Comments</b>   |                      |
| <b>I: Non-Negotiable Criteria of Superior Quality<sup>15</sup></b>  | 1. Program Design  | <b>No</b>              | Materials and instructional approaches do not support the rubric definition for intensive reading interventions. Materials include tools to evaluate foundational reading skills in the |                      |

<sup>15</sup> Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY               | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | PUBLISHER’S RESPONSE |
|---|--|------------------------|--|----------------------|
|   |  |                        | areas of phonological awareness, phonics, and fluency; however, assessment tools require or encourage students to use visual memory. |                      |
|   | 2. Instructional Design                      | Not Evaluated          | This section was not evaluated because the Non-Negotiable Criteria were not met.   |                      |
|   | 3. Usability and Support                     | Not Evaluated          | This section was not evaluated because the Non-Negotiable Criteria were not met.   |                      |
| II. Additional Criterion of Superior Quality <sup>16</sup>                | 4. Additional Indicators of Superior Quality | Not Evaluated          | This section was not evaluated because the Non-Negotiable Criteria were not met.   |                      |
| II: Additional Information <sup>17</sup>                                  | 5. Additional Information                    | Not Scored             | This section was not evaluated because the Non-Negotiable Criteria were not met.   |                      |
| FINAL DECISION FOR THIS MATERIAL: <b>Tier 3, Not representing quality</b> |  |                        |  |                      |

<sup>16</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.  
<sup>17</sup> Informational only and does not affect overall score.



# Appendix II.

## Public Comments



There were no public comments submitted.